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SOURCE            Jen-min Jih-pao.

### CCP IMPROVES CONTROL OVER INDOCTRINATION IN RURAL BRANCHES

On 23 November 1952, the Peiping Jen-min Jih-pao announced that a formal system of control over lectures delivered to rural CCP cadres in party branches throughout China had been in effect since 1951. The system, designated as the Card System for Classes Held by Branch Instructors, was reportedly designed to (1) aid "CCP committees to initiate and enforce an investigation of the entire branch indoctrination organization," (2) to improve the performance of lecturers engaged in branch indoctrination work, (3) to verify and improve the lecture attendance of CCP branch members, and (4) to inform CCP committees on "the state of mind of party members."

The full text of the newspaper article describing the new system and a sample of the type of card in use follow.

### Origin and Operation of the Card System

At the time lecture classes on political matters were being conducted by instructors of rural CCP branches, the North China party organization devised a new Card System for Classes Held by Instructors. This system has proven to be very useful in raising the efficiency of and verifying the implementation of branch indoctrination in the rural system. To summarize and disseminate the experience gained in various areas during the implementation of the new card system, persons were sent to Hopeh to conduct a formal investigation of the operational efficiency of the system. In addition, comrades acting as branch indoctrination instructors in the propaganda departments of the Hopeh and the (former) Chahar provincial party committees were requested to submit, in three parts, reports entitled: "Conditions Obtaining in and Experiences Gained During the Implementation of the Card System for Classes Held by Branch Instructors." The Peiping Jen-min Jih-pao has decided to publish these materials so that the entire CCP can study their applicability to branch indoctrination work.

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The card system of verification, as effected in various areas of North China, was devised as a result of the following circumstances: There was an extremely large number of rural party members in North China. It was difficult to instill responsibility into certain cadres (who relied entirely on the hsien and ch'u committees to carry out the party program) toward indoctrination work among members of party branches. To solve this problem, branches in various areas of North China set up an instruction system to be used in branch indoctrination work.

Thus, every ch'u was divided into several lesser ch'u, each of which established an instruction station (also referred to as an indoctrination station) or appointed an indoctrination administrator. The posts of instruction station chief or indoctrination administrator in the lesser ch'u were, in practice, filled by branch indoctrination assistants, a condition which obtained throughout the various areas of North China and which was most prevalent in Hopeh.

This branch indoctrination instruction system has been proven to be very useful in effecting political indoctrination in party branches. However, it did not yet completely meet the demands of branch indoctrination because there were after all, too few instruction station chiefs or lesser ch'u indoctrination administrators. Thus, direct indoctrination of party members in the very numerous rural branches could not be effected. In addition, the educational and ideological equipment of these instructors was relatively poor. They were not really equal to the task of indoctrinating party members in the rural branches.

To solve promptly the problem of deficiencies in the number and qualifications of branch instructors, it became absolutely necessary to enlist party cadres, who were not operative in any of the systems connected with immediate party tasks, to take concurrent posts as branch instructors. Upon the conclusion of the All-China Conference on Organizations' Operations, each local party committee engaged, from agencies subordinate to individual enterprises, a large number of party cadres to take the post of Branch Instructor. In Hopeh, they were designated Branch Instructor With Concurrent Post. In the winter of 1951, the Propaganda Department of the Hopeh Provincial Committee, CCP, even issued a Certificate for Branch Instructor With Concurrent Post to each instructor. Thus the system was finally fixed by engaging as branch instructors cadres with concurrent posts.

The primary reason for the successful establishment of the system was the fact that party cadres, having personally experienced the Party Rectification Movement, were able to put into practice the following rule of the eight standard requirements of a Communist Party member: "Each party member who has a profession must, in addition to attending to this social responsibility, accept the posts of responsibility assigned him by the party organization to which he belongs. If he refuses, then he cannot be a member of the Communist Party."

After the establishment of the position of Branch Instructor With Concurrent Post, leadership of and investigative activity into instructors' work became an increasingly important matter. To ensure that instructors earnestly participated in operations, to establish close liaison with party members in the rural branches, and to verify through timely reports the nature of instruction problems and the reaction of party members to lectures, it was essential to set up a system whereby the party committees could lead and enforce the investigation of the entire system of branch indoctrination. For this need, the Card System for Classes Held by Branch Instructors was devised.

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The system was first initiated in only a few areas. The system was gradually extended to a wider area as the leadership organizations submitted their reports. (In July 1951, the former Chahar Provincial Committee, CCP, reported on experiences gained in Shang-i hsien; in December 1951, the Propaganda Department, North China Bureau, Central Committee, CCP, reported on experiences gained in the former Chahar Province as well as those gained in Hopeh.)

The following is a description of the mode of operation of the card system. After each lecture, the instructor must fill out a card in conjunction with a responsible person active in the party branch, sign his (the instructor's) name to and seal the document, and send it to the ch'u party committee. He will write on the card (1) the lecture topic, (2) questions asked during the critique, (3) the reaction of party members, (4) the good and bad points of the lecture, and (5) the critical remarks of the branch secretary (or branch party member) present at the signing.

In the light of experiences gained in various areas where the card system was tested, the chief merits of the system were found to be the following:

The system facilitates:

1. Enforcement of the requirement that instructors present earnest, timely lectures to the branch and strengthens the instructors' sense of responsibility toward delivering lectures. In requiring that these cards be filled out in person, the instructors' liaison with the party branches will be made more intimate. With a comprehension of party members' state of mind and the effects of each lecture, instructors will be able to improve their instruction techniques. To be good lecturers, these instructors with concurrent post must conscientiously prepare for each class and so raise their own cultural level.
2. Enforcement of the requirement that party members of the brancher actually attend lectures. The card system is very effective in stimulating the attendance of party members of the branches because the number of persons present at each lecture must be recorded on the card.
3. Understanding by the party committees of instructors' work, of the total progress of branch indoctrination, and party members' state of mind. The committees can thus immediately direct indoctrination work.

Prior to the institution of the card system, lectures led to few concrete results because organized leadership in branch indoctrination was weak and because branch indoctrination in many rural areas was effected without the aid of a definite goal or clear centralization and, in some cases, was formalistic. Having carried through the card system experiment, the organization of leadership for branch indoctrination and the enforcement of inspection were improved in the rural party committees. The total result was greater perfection in branch indoctrination work.

Of course, the card system alone cannot improve the implementation of rural branch indoctrination. Therefore, during the exercise of this system, it is imperative that the form and content of lectures be constantly revised and improved. This system is a relatively good working model for indoctrination work in rural branches and will be very useful in the formation of a network within which CCP branch indoctrination work can be integrated. It will strengthen party propaganda organizations and improve liaison between the CCP and cadres who formerly had no party assignments (i.e., the present instructors with concurrent posts). It will strengthen liaison between CCP propaganda organizations and the party rank and file at various stages in their indoctrination. Thus the system is of great assistance to us in the current endeavor to build a vast indoctrination network for the entire party.

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RESTRICTEDSample CardLECTURE CARD FOR BRANCH INSTRUCTOR WITH CONCURRENT POST  
(Front)

- Explanation:
1. After each lecture, the branch instructor must legibly write on this card the time, place, content of lecture, number of party members present, etc. The card must then go to the local ch'u party committee.
  2. The party committee of the area where the branch instructor delivered the lecture will enter the reactions of party members and the opinions of said party committee on the card, and sign and seal same. Each month, the ch'u party committee will draw up and submit a summary report to the hsien party committee which, in turn, will draw up and submit a summary report to the local party committee. (The committee on the same level as the instructor will retain the card.)

Name of  
Instructor:

Hsieh Chiu-pien

Date of  
Lecture:

19 August 1952

Content of  
Lecture:Cooperation and mutual  
aid in farm productionLecture No 3: To be organized  
means to work collectively and  
yet retain private propertyLocation of  
Lecture:

Hsi-shui-yu ts'un, second ch'u, Huai-jou hsien

No of Party  
Members Present:

21

Suggestions for  
Future Lectures:Reference books should be available so that lectures can  
be prepared and answers to difficult questions can be  
found. The use of reference works is essential.Main Goal  
of Lecture:It is most essential, in rural propaganda organization  
work, to set up a tight apparatus, to appoint energetic  
cadres, and to strengthen leadership in border hsien and  
troublesome ts'un.

(Reverse)

Reaction of  
Party Members:

1. Should a person be allowed to eat if, when participating  
in farm work, he proves rather incapable?
2. The primary reasons for the failures in self-elevation are  
(a) muddled, imperceptive thinking and (b) inability to  
adapt and overcome difficulties on the way.

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3. With regard to mutual aid, the family with a larger labor force will criticize and record the disparity in and appraise the worth of work done by the family with a smaller labor force. Will the family with the larger force get the grain and the other family go hungry?
4. Mutual aid is not as liberal as individual work, but at present we are generally unable to change the farmers' thinking concerning this.
5. Party Member Wang Ching-p'u said; "In the mutual aid system, equal share of the labor load and appraisal of worth still does not give the participants as much grain as the other system! We six or seven persons comprise a labor force. When we joined the mutual-aid team, we were employed solely on the working of other persons' crops. Does this not mean that the other persons will get all the apportioned grain?" Having discussed and explained the significance of equal share of the labor load and the appraisal of worth, and having compared these with the salary and tasks of his previous part-time work, Wang realized that families with fewer laborers do not get the least.

Opinion of  
Party Com-  
mittee at  
Place of  
Lecture:

After today's lecture, a slight effect was perceptible on the thinking of party members. But as certain party members listened to the lecture, they did not take the time to organize their thinking so that it could attain a consistent synthesis of the problem of individual benefit, on the one hand, and long-term benefit, on the other.

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